**Turn Taking Structured Group Program**

**1)  Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.**

 -  A survey of teachers revealed that 75% of teachers indicate issues involving turn taking amongst conversation of 6-9 year old children.  Furthermore, it was indicated that these teachers dealt with turn-taking occasions on a daily basis during instructional and play hours.  A survey of parents demonstrated rising concerns over proper social interactions; including listening and turn taking at home.  Moroni et al (2008) identified that previous studies showed that turn-taking in conversation is a central issue in classroom interactions and an important constituent of teaching-learning process.  Sex differences in human interaction and turn-taking are similar for both males and females (Yang 2007). However, Duncan et al (via Yang 2007) have carried out observational studies of conversational interaction and have suggested that gestural behaviors are of importance in regulating flow of social encounters in children.  It was indicated that extroverts will interrupt and speak simultaneously, more than introverts (Yang  2007).  Effective communication depends upon shared understanding of behavioral cues including effective listening (Yang 2007).  Students or children struggling with these behaviors are in need of basic conversational skills to improve turn-taking in the conversational, instructions, and play sense.

**2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

                    -  learn turn-taking strategies to improve dialogue, listening skills, and effective play

**3)  Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

                    -  School Counseling:  During an activity with peers, the students will be able to distinguish appropriate turn-taking strategies to be utilized in both conversational and play activities given socialized opportunities.

                     -  Mathematics: The students will be able to create and use a table or a chart to display information on effective turn taking strategies in a given opportunity.

.**4)  Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

                    -  School Counseling:  Given social interaction opportunities, the student(s) will refrain from interjecting/interrupting others by presenting applicable social interaction skills 4 out of 5 occasions.

                    -  Language Arts:  Given oral reading opportunities with a partner/group, the student(s) will appropriately demonstrate turn taking and listening skills by effectively maintaining appropriate pace and dialogue without interjection in 4 out of 5 given opportunities.

**5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

Data-drivin, needs-based programming was utilized in designing this group process.  This program was derived from aligning theory, data-driven/needs based assessments, and current startegies and techniques of professional school counselors.  This program aligns with the ASCA national standards, as well as the mission of schools to advodate for the best interest of our students.

**Component #2: Research- Supported and Standards-Based Content**

1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:**

The Turn Taking Tower

**Brief Summary of Session:**

-  Counselor will review the essentials of taking turns in games and in conversations.

-  The group leader will ask the students to come up with a few qualities of being a good "turn-taker" in both games and in conversations.

-  As the students come up with adjectives, the group will be encouraged to listen to others and to take turns going around the room.

-  The group leader will then review effective strategies for taking turns including, but not limited to:

     \*  cooperation \* being a team player \* having good listening skills \*  working together \*  listening \* making good eye contact \* not always being first \* sharing \*  encouraging \*

-  The teacher will then hand out cups to each group member, but tell them that they are not to look inside yet and to keep them upside down.

-  going around the room, the group will take turns reading the word on the inside of their cup.  As words are read, the group will discuss whether the words are effective or ineffective qualities of a good turn-taker.  The students will then each chart the words on a T chart on the board.

-  After charting their word, the students will stack their cup on the ground and will try to make the biggest Turn Taking Tower.  If the tower falls, the students must start over with the new words or they can start over.

-  When completed with the activity, the group will review how effective turn taking skills were used during the game.

-  In closing, the group’s goal for the week will be to utilize some of these words/strategies between now and the next session.  Members will be asked in the next session to identify if/when they used good turn-taking skills in play or conversations.

**Theoretical Orientation:**

Adlerian- This group will provide students with a social context in which members can sense of belonging, social connectedness, and community.  They will learn how to understand and accept differences.  Furthermore, the group leader will work on establishing cohesive relationships, exploring individual dynamics, providing awareness and insight, and encouraging new patterns of behavior as it relates to turn taking.

**Specific Group Technique:**

Group members will be placed in a social setting within the working stage.  Members will be asked to catch themselves if they identify signals associated with problematic turn-taking behavior.  We will be working on a desired outcome of improving their knowledge of turn-taking strategies.  The group leader will help in empowering the students towards becoming more socially aware of these strategies and will have them working in a social experiment in order for them to work on identifying these skills

**Structure:**

**-** This psychoeducational group is a six sessions closed group that will completed in six weeks.  Each session will be 30 minutes in length and completed outside of instructional time (recess/silent reading/homeroom).  All sessions will be held in the counseling office.  This group will be offered twice each year.

**Materials/ Media:**

**-** Solo Cups (minimum 20) with appropriate and inappropriate turn taking qualities written on the inside.

-  Chalkboard or whiteboard for displaying T-chart

**Assessments:**

**-** Observations of role play

-  Observations of group discussion

-  Group assessment of effective turn-taking qualities

**Procedures/Instructional Strategy:**

The students will be engaged in the working stage of the group process.  Previously, the students were taken through the initial and transition stages.  In the initial stage they were informed of the confidentiality rights of group work.  In the transition stage, we worked on respecting resistance and to working constructively with other members on improving social situations.  Furthermore, the group has previously worked with an introduction to specific turn-taking strategies.

Group members will be placed in a social setting within the working stage.  Members will be asked to catch themselves if they identify signals associated with problematic turn-taking behavior.  We will be working on a desired outcome of improving their knowledge of turn-taking strategies.  The group leader will help in empowering the students towards becoming more socially aware of these strategies and will have them working in a social experiment in order for them to work on identifying these skills.

**Homework/Ownwork:**

In closing, the group’s goal for the week will be to utilize some of these words/strategies between now and the next session.  Members will be asked in the next session to identify if/when they used good turn-taking skills in play or conversations.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #2:**   
 Phone a Friend

**Brief Summary of Session:**

-  Students will be seperated into partners

-  Students will be given a diaolouge prepared by the teacher

-  Students will stand/sit back-to-back and will take turns reading their assigned parts.

-  Students will take turns reading the assigned reading and answering the questions.

-  Facilitator will work on linking dialogue to turn taking

-  In closing, the students will be asked to work on the specific strategies from both sessions 1 and 2 during their next week in school/at home.  They will need to report back to the group with their progress during the last 2 sessions.

**Theoretical Orientation:**

Reality -  Group members will be challenged to evaluate their current behavior(s).  They will then formulate a specific plan for changing and then commit themselves to following through with their committment towards becomming a better turn-taker.  By effectively utilizing this theoretical approach, the group leader will try to effectively teach members how to more effectively meet their needs by making better choices within a group/social setting.

**Specific Group Technique:**

Group members will be placed in a social setting  during the last session of the working stage.  Members will be asked to work with partners in utilizing the strategies previously learned.  Modleing and questioning will both be used to facilitate group progress.

**Structure:**

This psychoeducational group is a six sessions closed group that will completed in six weeks.  Each session will be 30 minutes in length and completed outside of instructional time (recess/silent reading/homeroom).  All sessions will be held in the counseling office.  This group will be offered twice each year.

**Materials/ Media:**

Dialogue for partner work

**Assessments:**

**-** Observations of role play

-  Observations of group discussion

-  Group assessment of effective turn-taking qualities

-  Completed dialogue form with partner

**Procedures/Instructional Strategy:**

The students will be engaged in the final working stage of the group process.  Previously, have worked together in improving strategies of turn-taking.  In the initial stage they were informed of the confidentiality rights of group work.  In the transition stage, we worked on respecting resistance and to working constructively with other members on improving social situations.  Furthermore, the group has previously worked with an introduction to specific turn-taking strategies and a role play presentation involving the Turn-taking tower. Confidentiality has been addressed at the initial stage.

**Homework/Ownwork:**

-  In closing, the students will be asked to work on the specific strategies from both sessions 1 and 2 during their next week in school/at home.  They will need to report back to the group with their progress during the last 2 sessions.

3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

Session #1:

**School Counseling:**

C:A1.4 Learn how to interact and work cooperatively in teams

**Mathematics:**

PA.2.8.3.G:  Use a table or a chart to display information.

Session #2:

**School Counseling:**

PS:A2.7 know that communication involves speaking, listening and nonverbal behavior.

**Language Arts:**

PA.1.6.3.D:  Contribute to discussions; display appropriate turn-taking behaviors

4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

Supporting theoretical orientations and techniques withing school counseling programs is essential to it being effective.  Many theories have assisted school counseling in becomming a constant advocate for student success within our schools.

**Component #3: Ethical, Legal, Multicultural**

**1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

Potential consequencs of all options and determining a course of action will be essential in ethical decision making.  The group leader will identify the problem and will apply the ASCA Code of ethics. Furthermore, Evaluating and implementing the course of action is important in the ethical decision making proces.  The group leader will take the time in screening potential candidates for this group program and will work on preparing them how to actively participate.  The group leader will work on striving to develop collaborative relationships with the members in this specific group program.  When necessary, the group leader will consult with colleagues/supervisors.  The group leader will strive to essentially incorporate ethical standardds in all sessions of this group process.

**2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

Informed consent form is attatched to address this question.

**3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

The group program leader will be aware of thier own biases, steriotypes, and prejudices prior to group discussion.  The group leader will attempt to have some prior knowledge of the members of the group.  Furthermore, they will be able to apply skills and interventions that parallel the views of all members.  This specific group will work on providing a positive, caring, and safe learning environement for each session indicated.

**4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.**

The importance of carefully considering ethical, legal, professional, and culutural significant issues in the group process will be carefully included.  Cultural similarities and differences will be addressed in group process.  Group members will be encouraged to have awareness, knowledge, and skills in dealing with a diverse group setting.

**Attachments**

* [Informed\_Consent\_Form.docx](https://c1.livetext.com/folder/8955200/jaTv4Ixk_Informed_Consent_Form.docx)

**Component #4: Program Evaluation**

1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

**Pre-post Measure For Session #1:**

          - 1.  (School Counseling)

                  Which is the following is an effective turn taking strategy?

                  A.  bragging             B. always being first         C.  Sharing          D.   being a poor sport

          - 2.  (Mathematics Question)

                  When utilizing a chart, which of the following is NOT needed to display information?

                A.  Title           B.  Topics           C.  hand signals            D.  Data

2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

Pre-post Measure for Session #2:

          -  1. (School Counseling)

          -  2.  (Language Arts)

3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Program evaluation is necessary for implementing school approprate school counseing programs.  This group process aligns with ASCA National standards.  The evaluation of this program will only help to its future importance in our schools.

**Component #5: Scholarly Writing**

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

**References:**

**Greenberg, P.  (2005).  When it’s hard to wait for a turn.  *Scholastic Parent & Child, 13*(3), 32-34.**

**Maroni, B., Gnisci, A., & Pontecorvo, C. (2008).  Turn-taking in classroom interactions:  Overlapping, interruptions and pauses in primary school.  *European Jornal of Psychology Of Education – EJPE (Instituto      Superior De Psicologia Aplicada, 23*(1), 59-76.**

**Yang, W. (2007).  Realizations of turn-taking in conversational interactions.  *US-China Foreign Language, 5*(8), 19-30.**

Matt Butler (EDUC 512)

**Pre/Post Test**

**Turn-Taking**

1.  *(School Counseling)*

Which is the following is an effective turn taking strategy?

                  A.  Bragging             B. Always being first

         C.  Sharing        D.   Being a poor sport

2.  *(Mathematics Question)*

When utilizing a chart, which of the following is NOT needed to display information?

                A.  Title           B.  Topics

C.  Hand signals            D.  Data

3. *(School Counseling)*

How can you refrain from interjecting/interrupting others in social situations?

1. Use poor listening B. speak in higher tone than peers

C. Always be first D. Use positive listening skills.

4. *(Language Arts)*

How can you maintain appropriate dialogue when reading/speaking with others?

1. Interject B. Interrupt

C. Disturb D. Listen